DOCUMENT RESUME

ED 190 826 CE 026 332

TITLE	Promoting Sex Equity in the Classroom. Module 12, Trade and Industrial Education. Revised, 1980.
INSTITUTION	Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.
SPONS AGENCY	Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE	80
NOTE	20p.: For related documents see CE 026 321-331.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Art: Equal Education: Guidelines: Language: Lesson Plans: Nonprint Media: Postsecondary Education: Secondary Education: *Sex Bias: *Sex Fairness: Sex Stereotypes: *Teaching Methods: Textbook Content: *Trade and Industrial Education: *Vocational Education

ABSTRACT

Designed to be used with modules 1 through 5, this twelfth in a series of twelve modules presents sex equity teaching strategies unique to the trade and industrial education classroom. Strategies are grouped by sex equity guideline categories: art, language, and content. In addition to specific strategies, instructional suggestions based on common strategies are adapted in an example lesson plan for both a secondary and postsecondary class. The module concludes with a sample media evaluation. (LRA)

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ED190826

CE 026 332

promoting
sex equity
in the classroom

trade and industrial education

Sex equity teaching strategies unique to trade and industrial education classroom use are presented in this module. Strategies are grouped by Sex Equity Guideline categories: art, language, and content. Instructional suggestions based on the common strategies in Module #2, #3, #4, are adapted in an example lesson plan for both a secondary and postsecondary class.

Using Module #12	1
T & I Strategies:	
Art	2
Language	3
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Lesson Plan/Media Check Sheet	
Postsecondary	6
Secondary	12

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Using Creative Strategies - Trade and Industrial Education (T&I)
Module #12

This module is intended as an accompaniment to the first five modules. Its purpose is to help you adapt general strategies to promote sex equity contained in Modules #3, #4, and #5 for the vocational education discipline: Trade and Industrial Education. Contents include specific strategies, lesson plans, and media evaluations.

Make sure you READ MODULE #1 before proceeding.

CHECK THE SYMBOL

After you have evaluated your media using the Sex Equity Check Sheet in Module #2 and have reviewed the general strategies for art, language, or content in Modules #3, #4, and #5, you are ready to adapt strategies for your situation. Because discipline-specific strategies for art, language, and content are represented collectively in this module, symbols have been used to ease identification. Creative strategies to promote sex equity in art follow the "painter's brush," those in language follow the "pen and ink bottle," and those in content follow the "set of books." Use these symbols to help identify quickly the strategies of interests to you.

CONSIDER AN EXAMPLE

To better understand how a creative strategy can counteract the negative effects of bias in resource materials, review the lesson plans provided. The name of the school, teacher, and course title are identified on each plan. These plans have been implemented and each represents one teacher's ideas on how to adapt a strategy for his/her unique teaching needs. The Sex Equity Check Sheet used to evaluate media for the lesson accompanies the plan. Note the checks in the "Yes" and "No" columns for art, language, and content to interpret the teacher's evaluation of the equitability of the resource and the choice of creative strategy.

INDIVIDUALIZE YOUR PLAN

Consider the information contained in this module that is directly related to your discipline; integrate with information in the first five modules. Evaluate your teaching resources, then select and adapt the creative strategies that will help you PROMOTE SEX EQUITY IN THE CLASSROOM.

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Contact local youth groups or community clubs (Scouts, Campfire, senior citizens) and inquire if they would like a program presented demonstrating a T&I skill. Example: How to-- --finish furniture --change oil in car --use and care for tools --use a camera/develop film.	Develop, individually or in groups, a demonstration of a procedure or technique to present to a community group. Present at a regular meeting or arrange for the group to meet at a location suitable for performing the demonstration, for example, in someone's garage for changing oil in a car.
* * *	* * *
Invite a skilled, handicapped individual to demonstrate a technique. Example: --Man in wheelchair operating a metal lathe or jig saw.	
* * *	* * *
	Identify and collect samples of expanded illustrations and art work to keep in "idea" scrapbook in commercial art or graphic communications classes. Design assignments and printing projects following the "Guidelines".
* * *	* * *
Follow "Guidelines-Art" (Module 2 or 3) in making pictorial presentations, overheads, posters, bulletin boards, handouts. Example: --Slide presentation illustrating millwork or cabinet shop showing both females and males as workers and supervisors.	
* * *	* * *

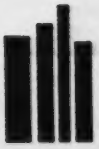
CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Show examples of work for illustrative purposes done by both male/female. Example: --Commercial Art: art created by both female and male artists --Industrial Art: metal or woodworking projects made by both sexes.	
* * *	* * *
Place pictures on bulletin board of persons dressed for specific work situations: welding, bricklaying, machining, etc.	Analyze tasks to be performed and safety precautions necessary in relation to proper clothing for accomplishing the job.
* * *	* * *
Provide chefs aprons for both sexes. If females are required to wear a hair net, males should also.	
* * *	* * *
Have students observe attire of persons in A-V materials. Discuss possibility of similar clothing being worn by both males and females. Have students design an appropriate garment for a selected task.	Create unisex costumes for selected occupations (or infants and/or toddlers). Model on paper tube roll dolls, pipe cleaner dolls, or clothes pin figures. Design an advertising campaign to promote sales.
* * *	* * *
 Use general terms such as drafter, technician, machinist, etc. in spoken and written materials such as audio/visual tapes and handouts.	
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Invite a male and a female guest or students to demonstrate how each would perform an identical task. (This permits exploring use of different tools and/or techniques to reach the same goal.) Examples: --relationship of length of handle on tools to amount of torque applied --use of pneumatic or electric tools.	
* * *	* * *
 Outline project in design and fabrication. ⟶	Design a device that could be utilized by disabled persons (specify handicap) to help them perform a given task. Make the device in lab (metals, plastics). Invite a disabled person to demonstrate use of device to the class. (or) Go to the disabled person at home or on the job to see the device in use.
* * *	* * *
Schedule a field trip to local manufacturer who employs both men and women in production.	Write a reaction paper after the trip including information about methods, materials, and employee roles noting group interactions.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Permit a selection of creative projects according to interests of students: Examples: --a gun rack or a jewelry box --a bread board or a game board --printing a program for a civic organization or printing protective covers for textbooks.	
* * *	* * *

Teacher Kenny Bienfang
School Hawkeye Institute of Technology
Discipline T & I
Course Title Welding

LESSON PLAN #1

UNIT: Oxy-Acetylene welding and cutting

LESSON TOPIC: Methods of cleaning oxy-acetylene torch tips

OBJECTIVES:
Correct ways of cleaning a torch tip.
Use tip cleaner without damage to torch tip.

INSTRUCTIONAL MEDIUM:

PRINT:

NONPRINT: Film on hard surfacing

Guidelines No(s). Implemented

Art	1	(See pp. 8-9)
Language	8	(See pp. 8-11)
Content		

TEACHING TECHNIQUE: presentation and practice

CREATIVE STRATEGY(IES) USED: Point out examples of bias that occur in pictures, illustrations, and audio-visual materials to students. Alternate using female and male assistance when demonstrating. Stress the skills required for the tasks avoiding the mention of sex. Encourage leadership skills in both male and female students.

TEACHER PREPARATION: (Specific adaptation of strategy applied to class and objective.)
Have tip from torch and tip cleaners in classroom to demonstrate.
Have students apply their skill at the task.

CLASSROOM PROCEDURE:

TEACHER	STUDENT PARTICIPATION
Have equipment available. Describe use of equipment and technique involved in cleaning cutting torch tip.	IN CLASS Have several students try cleaning torch. OUT OF CLASS Practice cleaning torch tips until they feel competent.

MANAGEMENT TECHNIQUES, IF USED:

TEACHER REACTIONS: Two females gave the demonstration. This helped balance the biased art in the film which used all males.

SEX EQUITY CHECK SHEET

for Evaluating Print and Nonprint
Instructional Media: Vocational and Technical Education
(for Lesson Plan #1)

TITLE:

Film on hard surfacing

Respond to each item on the check list by placing a (✔) in one of the columns on the right. Column choices include YES, NO, or NOT APPLICABLE (N/A). A check in the YES column denotes "Sex Equitable" for that item. Definitions which may clarify items contained in the check sheet follow:

Expanded Societal Role - a part played by an individual that is not bound by an organized traditional pattern of relationships.

Nonprint Instructional Medium - includes audible tapes, instructional pictures, slides and filmstrips, sound motion pictures, video tapes.

Nontraditional Occupation - jobs females or males enter which have been prescribed traditionally to the other sex.

Print Instructional Medium - includes laboratory manuals, transparencies, study guides, textbooks, programmed instruction books.

Sex Bias - prejudice based solely on sex exclusive of individual characteristics.

Sex Equitable - males and females presented in a balanced manner, impartially, showing like treatment.

ART WORK - ILLUSTRATIONS AND/OR PICTURES

	Yes	No	N/A
1. Does art work maintain a numerical balance between the sexes?		✓	
2. Does art work depict alternately both females and males in dominance?		✓	
3a. Are females depicted in nontraditional occupations?		✓	
3b. Are males depicted in nontraditional occupations?		✓	
4a. Does art work depict males and females equally in varied levels of occupational status?		✓	
4b. Does art work depict females and males equally in varied levels of occupational responsibility?		✓	
5a. Are males depicted using vocationally acquired skills in expanded societal roles?			✓
5b. Are females depicted using vocationally acquired skills in expanded societal roles?			✓
6a. Are females depicted in appropriate attire for their occupational roles?			✓
6b. Are males depicted in appropriate attire for their occupational roles?	✓		
7a. Do illustrations of people include many body types?		✓	
7b. Do illustrations of people include occasional evidence of handicaps?		✓	

LANGUAGE - WRITTEN/SPOKEN

If the spoken word is involved, answer all questions on this page; if not respond only to first nine items.

		Yes	No	N/A
1.	Are titles of address indicating gender omitted?			✓
2a.	Are gender-free plural pronouns used?		✓	
2b.	Is there an equal balance of gender-specific singular pronouns?		✓	
3.	Are gender-free nouns substituted for gender pronouns?		✓	
4.	Are gender-free nouns used to denote all human beings?		✓	
5.	Do indefinite pronouns have a plural pronoun referent (thus avoiding use of singular gender pronouns, e.g., he/she, her/his)?		✓	
6.	Are sex-free occupational titles used as indicated in the 1977 Dictionary of Occupational Titles, fourth edition?		✓	
7.	Is reference made to physical appearance only when there is a purpose?			✓
8.	Is each occupation described as being performed by both sexes?		✓	
9.	Are nondemeaning descriptions of people used?			✓

LANGUAGE - SPOKEN

10a.	Is a range of emotions expressed by a female speaker(s)?			✓
10b.	Is a range of emotions expressed by a male speaker(s)?			✓
11a.	Do male vocal presentations communicate the intended message avoiding sex-biased connotations?	✓		
11b.	Do female vocal presentations communicate the intended message avoiding sex-biased connotations?			✓
12a.	Are titles of address indicating feminine gender used only if speaker prefers?			✓
12b.	Are titles of address indicating masculine gender used only if speaker prefers?			✓

CONTENT - EXPLICIT AND/OR SUBTLE

	Yes	No	N/A
1a. Are females portrayed in a variety of occupations?		✓	
1b. Are males portrayed in a variety of occupations?		✓	
2a. Are males portrayed in a range of societal roles?			✓
2b. Are females portrayed in a range of societal roles?			✓
3a. Do females portray a range of emotions?			✓
3b. Do males portray a range of emotions?			✓
3c. Do males portray a range of values?			✓
3d. Do females portray a range of values?			✓
3e. Do females portray a range of interests?			✓
3f. Do males portray a range of interests?			✓
3g. Do females portray a range of abilities?		✓	
3h. Do males portray a range of abilities?		✓	
4a. Are females presented in nontraditional occupations to illustrate the diversity of abilities?		✓	
4b. Are males presented in nontraditional occupations to illustrate the diversity of abilities?		✓	
5. Is preparation for an occupation described as available to individuals regardless of sex?			✓

Teacher Dan Benitz
School Jefferson High School
Discipline Trade & Industrial
Course Title Industrial Occupations

LESSON PLAN #2

UNIT: Preparation for employment

LESSON TOPIC: Employer-Employee Relations

OBJECTIVES:

The student will learn the obligations of the employers to the employees.
The student will become aware of the responsibilities of an employee to the job.

INSTRUCTIONAL MEDIUM:

PRINT: Text on succeeding in the world of work

NONPRINT:

Guidelines No. Implemented

Art
Language 8 (See pp. 14-17)
Content

TEACHING TECHNIQUE: discussion

CREATIVE STRATEGY(IES) USED:
Discuss occupations indicating that equal opportunities for both females and males are possible. Indicate that some jobs are currently being filled by members of one sex. Mention qualities and skills needed to perform these jobs.

TEACHER PREPARATION: (Specific adaptation of strategy applied to class and objective.)
The purpose of this lesson is to review material the students have read in their text reading assignments.
1. Review text material.
2. Prepare leading questions to help stimulate discussion.

CLASSROOM PROCEDURE:

TEACHER	STUDENT PARTICIPATION
Lead discussion on topic: employee responsibilities and employers obligations. Stress that by law the employer cannot hire or promote on the basis of sex. Also stress that employees cannot expect to be advanced without meeting responsibilities such as job competence, punctuality, and proper attire.	IN CLASS Participate in discussion and share information obtained from reading assignment. OUT OF CLASS

MANAGEMENT TECHNIQUES, IF USED:

TEACHER REACTIONS:

SEX EQUITY CHECK SHEET

for Evaluating Print and Nonprint
Instructional Media: Vocational and Technical Education
(for Lesson Plan #2)

TITLE:

Text on succeeding in the world of work

Respond to each item on the check list by placing a (✓) in one of the columns on the right. Column choices include YES, NO, or NOT APPLICABLE (N/A). A check in the YES column denotes "Sex Equitable" for that item. Definitions which may clarify items contained in the check sheet follow:

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9.	Are nondemeaning descriptions of people used?	✓		

LANGUAGE - SPOKEN

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3e. Do females portray a range of interests?		✓	
3f. Do males portray a range of interests?		✓	
3g. Do females portray a range of abilities?		✓	
3h. Do males portray a range of abilities?	✓		
4a. Are females presented in nontraditional occupations to illustrate the diversity of abilities?		✓	
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5. Is preparation for an occupation described as available to individuals regardless of sex?			✓

Published Pursuant to PL 94-482 Sec. 133
under Curriculum Contract with
Career Education Division
Iowa Department of Public Instruction
Des Moines, Iowa

by

Vocational Education Council
Department of Home Economics Education
College of Home Economics
Iowa State University

1979, Revised 1980

Dissemination assistance has been provided by the
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